



Lesson Plan		English	Whole Class	
Class: 1/2D		Topic: Writing - Handwriting	Week: 2	Date: 8 May 2009
Anticipated Outcomes: WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.				
Activity/purpose/class structure	Indicators	Resources	Assessment	IOT elements
1. Introduce the letter • Red riding hood recycled really rotten raspberries. <u>Questions</u> - What did I just do? I made up a silly sentence yes.... - Alliteration is when the first letter of every word is the same and in a sequence. You may have come across this in poetry? <i>Alliteration is good for making your writing a little bit more creative.</i> <i>Let's look at the letter R more closely (pull out A3 prints)</i> - What do you notice about this letter? (slope, where the n comes out of the stick at the left, - what other letters does it remind you of? (n and m). - Does the big n look the same as the small r? <i>Draw it on the floor</i>	<ul style="list-style-type: none"> • uses correct pencil grip and maintains correct body position • forms most letters of the alphabet correctly and appropriately • tries to write clearly in straight lines, from left to right, using letters of uniform size, shape, slope and spacing • uses lower- and upper-case letters of consistent size and formation in NSW Foundation Style • writes letters in proportion to each other • uses finger movements to control the pencil while sliding forearm across the page. 	Big print of the letter R and r 		1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s) taught. 3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.
2. Explicitly demonstrate how to draw an N and n on the whiteboard 3. Cluster children in groups of 4 or 5 Ask each group for a word that has at least one n in it - but as many as they can think of eg. I could say Nan, or I could say Nanna - which has more N's? (2 groups give an n adjective, 1 group gives an n noun, 2 verb ns) - write up each word individually, then ask the children to think of a silly sentence using all the words, in their group- write up the one I think is most creative. Add a pattern. 4. Ask children to tell me how they use their body when they write (as if I don't know). How do you hold your pencil? 5. Children return to their desks and do some Rr Rr writing and copy the sentence from the board				3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning.
7. Evaluation of lesson sequence Were tasks appropriate for different abilities/students needs in class? Where to now for each group?				3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.

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